DOCUMENT RESUME

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ABSTRACT

Policy and procedures of Vermont State Colleges for approval of new academic programs are presented in order to provide a framework for proposing, reviewing, and approving new academic programs. Proposed new academic degree programs are classified as either a modification/extension of present institutional curricular offerings, or the initiation of a new academic program offering. Operating budgetary considerations and the submission of new academic degree proposals are also covered. Policy statements are presented regarding the following: degree program objectives, enrollment, degree program curriculum, required resources, duplication of degree programs. A 12-step format for review of existing programs is provided, along with eight definitions. Appendices for Exhibit III include an outline for a letter of intent and lists of information and forms to be submitted for proposed programs (continuing and new). (SW)

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EXHIBIT I

Manual of Policy and Procedures

VERMONT STATE COLLEGES

Classification of Academic Degree Programs

Academic degree programs offered by the Vermont State Colleges have been classified as follows effective September 1981:

Category	Description
Distinctive	Programs which are intended to provide a special identity for the college(s) offering them; which require resources significantly greater than other programs; and which are normally available at one or two colleges.
Essential	Programs which consistently provide the basic student populations for the colleges at which offered; which are judged the basic service programs to the state; which are maintained on basic resource allocations; and which are widely available in the system.
General	Programs which provide basic support services, e.g., to other degree programs and general education; which attract enough students consistently to maintain degree program status; which are maintained on basic resource allocations.
To Be Discontinued	Programs which do not meet the basic standards for degree program status; which are not to be modified, and for which a discontinuance schedule has been established.
Under Development	Programs which are being developed for consideration through the regular degree program approval process, and for which anticipated starting dates have been established.

November 1, 1981

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CASTLETON STATE COLLEGE

Category	Program
Distinctive	A.S./B.S. Nursing A.S./B.A. Criminal Justice B.S. Physical Education A.S. Computer Programming B.A. Social Work
Essential	B.S. Elementary Education B.S. Secondary Education B.S. Business Administration A.S. Business/Secretarial Sciences M.A. Education CAGS Education B.A. Psychology B.A. Sociology
General	B.A. Art B.A. Music B.A. Theatre A.S./B.S. Communications A.A. General Studies B.A. English B.A. Natural Science B.A. Modern Foreign Languages B.A. History B.A. Mathematics
To Be Discontinued	None
Under Development	M.B.A. Business Administration B.S. Computer Science

November 1, 1981

JOHNSON STATE COLLEGE

Category	Program
Distinctive	B.F.A. Writing B.F.A. Performing Arts B.F.A. Studio Arts B.S. Health Education/Pre-Allied Health/Medicine B.A./B.S. Environmental Studies/Planning/ Administration B.S. Ecology B.S. Environmental Science
Essential	B.A. Education M.A. Education B.A./A.S. Business Management
General	B.S. Physical Education B.A. Art B.A. Music B.A. Economics B.A. Politics B.A. Psychology B.A. Anthropology/Sociology/Certificate in Human Services
To Be Discontinued	None
Under Development	A.S. Accounting Technology A.S. Business Information Systems: Data Processing Technology

November 1, 1981

LYNDON STATE COLLEGE

Category	Program
Distinctive/Restricted	B.S. Meteorology B.S. Recreation and Leisure Studies A.S./B.S./B.A. Communication Arts and Sciences
Essential	A.S./B.S. Business Administration A.S. Secretarial Science B.S. Elementary Education M. Ed. Education B.A./B.S. Behavioral Sciences
General	A.A. General Studies B.A. Humanities B.A./B.S. English B.A./B.S. Science B.A./B.S. Social Sciences/Studies B.S. Physical Education
To Be Discontinued	None
Under Development	A.S. Information Processing B.S. Computer Science

November 1, 1981

VERMONT TECHNICAL COLLEGE

Vermont Technical College offers the following academic degree programs each of which leads to an Associate Degree:

Program	Degree
Agribusiness Management Technology	Associate in Applied Science
Dairy Farm Management Technology	Associate in Applied Science
Architectural and Building Engineering Technology	Associate in Applied Science
Technical Office Assistant	Associate in Applied Science
Veterinary Office Assistant	Associate in Applied Science
Civil Engineering Technology	Associate in Engineering
Electrical and Electronics Engineering Technology	Associate in Engineering
Mechanical Engineering Technology	Associate in Engineering
Survey Technology	Associate in Engineering

Because VTC is a special mission institution within the Vermont State Colleges to which the above programs have been assigned exclusively, the programs are "distinctive" and those in the engineering technologies and dairy farm management are "essential" in the sense that they represent the basic nature of the college as presently constituted.

Under Development B.E.T. Electrical and Electronics Technology

COMMUNITY COLLEGE OF VERMONT

Programs of the Community College of Vermont are distinguished primarily by the modes of delivery employed and the basic clientele served. The range of Associate Degree programs which can be offered by CCV is determined by the ability of the college to organize resources of sufficient variety and quality to attract a number of students sufficient, in turn, to meet pre-determined costs. Because each student's degree program plan is subjected to evaluation as an individualized activity, the substantive nature of a degree program and/or in the field in which the degree may be earned reflects an adaptation of traditional, accepted degree standards to individual needs. The distinctive feature of CCV's degree programs is the balancing of individual contributions and needs with standards of attainment and levels of competency which will be accepted by the higher education community as appropriate.

November 1, 1981

Vermont State Colleges

EXHIBIT II

MANUAL OF POLICY AND PROCEDURES

TITLE	NUMBER	PAGE
CRITERIA FOR APPROVAL OF ACADEMIC DEGREE PROGRAMS	101	1 of 11
	DATE 1/31/79	

PURPOSE

Vermont State Colleges has established minimum criteria for the offering and maintenance of degree programs to assist faculty and administrators in developing plans for the modification, or elimination of degree programs. These criteria are integral to a continuous planning process for each institution, and they provide a systemwide perspective for academic program planning. By maintaining an on-going planning process which combines program assessment and initiative of the individual institutions with the need for a comprehensive approach to providing educational services as a system, the Vermont State Colleges can insure that available resources are used to their maximum advantage. To strengthen the services, diversity, responsiveness, and opportunities for innovation at the individual institutions and for the system as a whole, planning must proceed within a framework which matches initiative with a realistic appraisal of the conditions which will shape choices. This means a careful, realistic evaluation of demand for services and the probable resources available to support those services on a long-term basis and at a level of quality which will be acceptable to both providers and users of such services. No institution or small educational system can serve or meet all demands for academic programs. Consequently, the focus of academic

*These criteria apply to both degree programs and programs as defined in this paper.

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planning must be on what can be done best for the greatest variety and number of students.

It is not sufficient for a degree program to satisfy a single criterion within a set of criteria, e.g., student demand or employment opportunities. In order for Vermont State Colleges to provide reasonable assurance that all degree programs make the best use of resources and support the missions of the system and institutions, degree programs must be considered using criteria applicable to all.

The following degree program criteria are designed to give institutions minimum benchmarks for evaluation and planning. They represent the minimum requirements for continuation of a degree program. They should also serve as guidelines for identifying degree programs which require further evaluation. The criteria are the "first test" of degree program continuation, and meeting them does not guarantee that a degree program will continue. Such a determination will finally be made within a systemwide context.

DEFINITIONS

1. Degree Program - Degree program refers to any prescribed course of study in an institution of higher education which constitutes an area of specialization leading to a recognized degree. This is the same as the term "discipline specialty" used in reporting to the U. S. Office of Education's Higher Education General Information Survey (HEGIS). In baccalaureate degrees or higher, the term "program" is approximately the same as "major."

2. Program - A program refers to a prescribed course of study in an institution of higher education which constitutes an area of specialization requiring specialized coursework to the extent of 15 credit hours of more, which are adjunct to, and more than those required of a degree program.

3. Concentration - Within a degree program, one or more concentrations, sometimes called "tracks" or "options," may exist. A concentration usually requires the student to complete a specific set of courses within the program related to the specialized nature of the concentration. For example, a B. A. degree program in Art may offer concentrations in Art History or Studio Art. In some instances what an institution refers to as a concentration may, in reality, be a new program. In the above example of Art, a "concentration" in Art Therapy would constitute a new program. Determination of whether or not a concentration is a new program shall reside with the Chancellor.

4. Enrolled Students - Any student (full or part-time) who is officially registered at the college in the current semester, or who has officially registered in any of the two immediate past regular semesters.

5. Declared Major - Any upper-level (junior/senior at the four-year colleges, and sophomore at the two-year colleges) student who has formally notified the college that he/she is pursuing a course of study in an approved degree program. This notification should be verifiable in the form of a "declaration of major" or comparable form used by the colleges.

6. FTE Major - Any declared major (or combination of declared majors) enrolled for 15 student credit hours or more during a regular (fall or sping) semester. Only coursework required of the major

should be included in the determination of an FTE major. Therefore, if a single student is enrolled for 15 student credit hours, nine of which are required for the major, only those nine are to be counted in the calculation of FTE majors.

7. In-State Student - Any student who has his/her permanent legal address in the State of Vermont. For the purposes of academic planning NEBHE students are not considered to be in-state students.

8. FTE Faculty - Any full-time faculty member (or combination of part-time faculty) teaching 24 credits or its equivalent in an academic year. For example, 1 full-time faculty member (24 teaching credits per year) coupled with 4 part-time or adjunct faculty members teaching 12 credits each per year would equate to 3 FTE faculty.

STATEMENT OF POLICY

I. Degree Program Objectives

The degree program's objectives should be clearly defined to include its purpose and goals. The program's objectives should:

a. be consistent with the institution's overall mission and objectives;

b. lend themselves to assessment at minimum five year intervals

c. contain a reasonable degree of flexibility should the market, interest, etc., change within the next five years.

II. Enrollment

A degree program should have a minimum of ten declared majors enrolled full-time at the junior/senior level. In the case of two-year degree programs this enrollment criterion

is eight declared majors and applies to all student levels. Coupled with this enrollment requirement, a degree program must have at least five degree recipients for each of the immediate past two academic years.

III. Degree Program Curriculum

The degree program should have required coursework (not necessarily within the major field of study) to the extent of at least 35-40 semester credit hours. The upper-level curriculum should have demonstrated prerequisites, and be comparable to that of two similar, accredited national institutions' offerings in terms of content and speciality. In effect, it should be demonstrated that institutional degree requirements are as comprehensive as, not identical to, those degree program requirements in comparable institutions, e.g., regional AASCU members.

IV. Required Resources

A. Faculty

All degree programs should be supported by a minimum of three FTE faculty, of which at least one is full-time in that program. Teaching credits taught by part-time (adjunct) faculty are included in the compilation of FTE faculty. Though some degree programs may be jointly sponsored, it should be demonstrated that the interdisciplinary faculty being utilized have a total shared workload equaling three FTE faculty.

B. Facilities

All course offerings and activities within a

degree program should have adequate facilities to accommodate them. The criteria for "adequate" are the responsibility of the institution, but must be measured against one of the following:

1. the degree program's accrediting association if one exists;
2. a NCHEMS listing of required resources;
3. a professional organization's requirements.

C. Library Support

Library support requirements for degree programs will vary in terms of what constitutes adequate numbers of books, periodicals, and documents, dependent on the discipline as well as interlibrary arrangements with neighboring institutions. Each institution should be able to demonstrate an acceptable basic collection augmented by the appropriate specialized collection necessary for the degree program. Both collections should approximate in size and currency the standards outlined by the American Library Association (ALA) and Standards for College Libraries adopted by the Association of College and Research Libraries (July 3, 1975).

In addition to the criteria listed above the following qualificative criteria must be addressed in the program review:

a) The educational attainment and experience of faculty members, their activity in appropriate professional organizations, and their continued professional growth;

b) The placement of students graduated from the colleges into related work situations and graduate schools, and student failure and withdrawal rates in the program;

c) The sequence, currency, and adaptability to different levels of student achievement of the program's curriculum; and

d) The availability of resources to support the program.

V. Duplication of Degree Programs Within VSC

In the event that a degree program is offered at more than one institution within Vermont State Colleges, all of the above criteria must be met plus the following:

a) Each of the duplicated programs must demonstrate a state or regional need, verified by a minimum of 25 FTE declared majors at the junior/senior level (at all student levels in the two-year colleges).

b) Each of the duplicated programs must have at least ten degree recipients for each of the immediate past two academic years.

c) A minimum of 20 of the FTE majors enrolled in the degree program reside within normal commuting distance of the college.

d) A minimum of 20 of the FTE majors enrolled in the degree program are Vermonters.

e) Concentrations within the degree program are directly linked to graduate school concentrations/majors and/or professional opportunities.

DEGREE PROGRAM REVIEW

Degree programs will be reviewed in terms of their support of the mission of both the sponsoring college and the system as well as the resources available to support them.

The following format is designed to assist in uniform description and review of degree programs. This format for presentation requires both data collection and self-assessment. The required quantitative components should be supported by hard data. The projection component, though in some cases seemingly intuitive, should be based on reliable long-term forecasts such as those published by local, state of federal governments.

FORMAT FOR REVIEW OF EXISTING PROGRAMS

1. College Name.
2. Degree Program Name (as it appears on the declaration of major or the degree).
3. Degree Program Sponsor (if jointly sponsored, list both departments).
4. Statement of Degree Program's objectives and goals.
5. Articulation of Degree Program's objectives with that of the institution's.
6. Relationship of the Degree Program to other existing programs in the institution supported by:
    a. the number of SCH's generated by FTE majors outside the major department during the last full academic year.
    b. the number of SCH's taken in the major program by non-majors during the last full academic year.
7. Demand for the Degree Program supported by:
    a. the number of FTE majors enrolled two years ago.
    b. the number of FTE majors currently enrolled.
    c. the number of FTE majors projected two years from now.

d. the source of projected FTE majors for each of the next two years.

1. freshman (%)

2. transfer - freshmen/sophomore (%)

3. transfer - junior/senior (%)

e. the number of degree recipients for each of the immediate past two academic years.

8. Degree Program Curriculum

Attach a sample program of study including a list of courses, course descriptions, research, field work, etc. Also attach the same (catalog listing) for two out-of-state institutions' offerings.

9. Include a one page resume of each faculty member who supports the degree program. Other required information concerning faculty is:

a. the date of initial appointment to the college.

b. tenure status.

c. percentage of workload devoted to the degree program.

10. Include a listing of the facilities and equipment which support the degree program and compare them to some standard measure such as an NCHEMS listing, professional organizations or accrediting associations.

11. List the library support for the degree program including size of specialized collection, number of books, periodicals, documents, and any interlibrary arrangements unique to the degree program. Include a brief narrative statement which demonstrates how the library holdings compare to those suggested by the ACRL and ALA.

12. A summary statement which will address the quality of the program and any other supporting materials deemed cogent in the reivew of the program.

SCHEDULE OF SUBMISSION AND REVIEW

The determination of degree program continuation will be made within a systemwide context and the following schedule of submission and review reflects that approach. Two copies of completed degree program evaluations should be submitted to the Office of the Chancellor as follows:

1. April 2 through April 13 - Arts and Sciences Degree Programs (in the years specified for review by the Office of the Chancellor);
2. April 30 through May 11 - Professional Studies Degree Programs (in the years specified for review by the Office of the Chancellor).

The review process for each set of degree programs by the Office of the Chancellor will require two six-week cycles. During that six-week cycle, college representatives may be called upon to clarify, expand, or otherwise modify their degree program materials. Arts and Sciences degree program reviews will be completed by May 11 and Professional Studies degree program reviews by June 8. The results of those reviews will then be presented to the Council of Presidents at the earliest scheduled meeting for discussion prior to submission to the Board of Trustees for final action.

OUTCOME OF INITIAL EVALUATION AND REVIEW

The initial review process will place each degree program into one of the following categories:

1. Continuation - The degree program will continue as described with possible minor enhancements to its content and/or quality. Degree programs placed in this category will be reviewed at five-year intervals after the initial evaluation/review.

2. Modification - The degree program will continue with major modifications. Plans for up-grading and improving program quality will be required prior to the beginning of the next Fall semester classes, and these plans will be implemented over the course of one full academic year at which time the degree program will again be evaluated and reviewed using the above schedule.

3. Termination - A degree program placed in this category will be phased out in no more than four academic years after completion of the initial review. Upon notification that a degree program has been placed in this category, an institution will immediately stop accepting majors into the degree program. Plans for handling students currently pursuing degrees in such fields during the four-year phase out period will be required. Also, plans for reassignment or termination/non-reappointment of faculty/staff associated with the terminated program will be required.

Determination of a degree program's status will depend, in the final analysis, on careful systemwide review and a measure of prudent judgment.

Vermont State Colleges

EXHIBIT III

MANUAL OF POLICY AND PROCEDURES

TITLE	NUMBER	PAGE
APPROVAL OF NEW ACADEMIC DEGREE PROGRAMS	102	1 of 20
	DATE 1/31/79	

PURPOSE

The Vermont State Colleges has established a process whereby colleges can propose new academic degree programs which meet educational needs and promote academic quality. This process permits colleges to propose new academic degree programs to the Board of Trustees on a continuing basis.

STATEMENT OF POLICY

The policies and procedures for approval of new academic degree programs as set forth herein supercede previous policies and procedures as encompassed in Policy Memorandum #3 (adopted by the Board of Trustees, February 23, 1974). The purpose of these policies and procedures is to provide a framework for proposing, reviewing, and approving new academic degree programs which embodies the following principles:

a) the development and operation of an educationally and economically sound, vigorous, progressive and coordinated system of public higher education in the State of Vermont;

b) the systematic planning of curricula both within institutions and for state-supported higher education as a whole;

c) the identification of specific criteria for the evaluation of new academic degree programs; and

d) the simplification and comparability of program proposals.

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A new academic degree program proposal will be classified in one of the following categories:

Category A

This category of degree program proposal represents a minor departure from an institution's present curricular offerings and can be undertaken as part of the continuing efforts of the institution to modify and improve its offerings for the benefit of those it serves.

Though a new academic degree program emerges from this type of program proposal, it relies in good measure on existing facilities and resources. Most often this type of program proposal represents an extension of an existing program, e.g., a "track" or "concentration."

Category B

This category of degree program proposal represents a significant departure from an institution's present curricular offerings to the extent of altering the direction or emphasis of the mission of the institution. As such, these program proposals are clearly a new academic activity and must be carefully reviewed by the Office of the Chancellor and approved by the Vermont State Colleges Board of Trustees.

The goal and objectives of each college coupled with the results of the review of all existing academic degree programs are consonant with long-range curricular plans for all institutions, and the existence of these plans will allow each college to review its program proposals within the context of an institutional curricular plan. Further, long-range curricular plans for all institutions will allow the Board of Trustees to assess new academic degree program

proposals within the total context of higher education in the State, and to plan systemwide development of higher education in a coherent fashion.

CLASSIFICATION OF PROPOSED PROGRAMS

Proposed new academic degree programs will be classified in two major types. These are: a) a modification/extension of present institutional curricular offerings, and b) the initiation of a new academic program offering.

A) Continuation of Present Activities

A new degree program proposal classified in Category A reflects the efforts of an institution to review its present curricula to meet new educational needs and/or student interests. The essential characteristic of a program classified as a "continuation of present activities" is that only existing resources or additional resources which will result from projected institution-wide enrollment increases will be allocated to it. These programs can be developed only within the disciplines currently offered by the institution or as an interdisciplinary program comprised of currently offered disciplines. The new academic degree program should be proposed at a degree level at which the institution presently offers programs within the same discipline.

A discipline is defined as that grouping of divisions signified by the first two digits of the coding system used by the Higher Education General Information Survey (HEGIS) taxonomy.

Because programs within the health fields (the 1200 series and the 5200 series) are costly and highly specialized, new academic degree programs proposed within these disciplines will not generally be considered continuations of present activities. A new academic degree program within the other technologies (the 5000 series) may be proposed under this classification provided that it is not a highly specialized program requiring extensive laboratory resources and sophisticated instrumentation.

B) Initiation of New Activities

A new academic degree program proposal classified in Category B represents a significant departure from the present curricular offerings of an institution. An acacemic degree program normally will be classified as a new academic program offering if one or more of the following critiera apply to it:

1) the degree to be awarded is a masters or professional degree;
2) the degree will be offered in a discipline in which the institution does not presently offer degree programs at that level;
3) resources in excess of those which can be anticipated due to institution-wide enrollment increases will be needed to support the program;
4) significant capital outlay for equipment or for space will be needed to support the program;
5) the degree program is in the Health discipline (1200 or 5200);
6) the proposed degree program is offered at any other institution within the Vermont State Colleges.

OPERATING BUDGETARY CONSIDERATIONS

There will be additional costs associated with "starting up" new academic degree programs over and above those normally attached to an on-going academic degree program. New faculty may have to be employed, laboratories equipped, and other extraordinary expenditures incurred in the initial implemenation phase of the program. Owing to the newness of the program, the enrollment may be low during the implementation period, which results in an even greater level of revenue deficit than would normally be realized by tuition support of a program. Consequently, an institution must be able immediately to reallocate some of its existing resources to support the new program at the time of implementation. Reallocation in the form of budgetary transfers between departments and divisions must be consistent with the Board of Trustees Budget Policies.

Compensatory "start up" monies may be realized from budgetary transfers as well as the termination of existing degree program(s). Institutions opting to use funds from the latter to finance any part of the new academic degree program proposed, should have both realistic appraisals of the dollar amount "saved" by termination of a Program(s) and also an explicit plan for phasing out a terminated program(s) in terms of students, faculty, and any other services associated with the terminated program(s).

SUBMISSION OF NEW ACADEMIC DEGREE PROPOSALS

A letter of intent prior to submission of a degree program proposal will be accepted by the Office of the Chancellor at any time during the planning cycle. The purpose

in submitting a letter of intent is the immediate notification to the Office of the Chancellor of potential program development. An outline for the letter of intent is contained in Appendix A.

New academic degree program proposals will be developed for the first time in 1979 for programs intended for initiation in the FY 80-81 biennium. In subsequent planning cycles, new academic degree program proposals will be accepted by the Office of the Chancellor through May 15 of each year.

The review process within the Office of the Chancellor will take place within 60 days, during which time representatives from the institution proposing the program may be called upon to make changes (when appropriate) in the program proposal prior to submission to the Board of Trustees. The Board of Trustees will formally act on the program proposal within 30 days of receiving an academic degree program proposal from the Office of the Chancellor.

The following is a schedule of submission for new academic degree program proposals:

Type of Proposal	Submission Dates
Category A Proposals	January 1 - May 15 of each year
Category B Proposals	January 1 - May 15 of each year
Letter of Intent	Anytime in the planning cycle

PROCEDURES FOR APPROVAL

A proposed degree program classified in Category A will be accepted by the Office of the Chancellor with the submission of the information contained in Appendix B. Such information includes: 1) descriptive data, 2) performance

criteria, and 3) a schedule for the evaluation of the program.

A proposed degree program classified in Category B requires submission of the information as specified in Appendix C. The information requested for these programs is considerably more extensive than that required for Category A programs, and includes a detailed program justification. A criterion by which information submitted in support of a proposed program will be judged is its potential use in the future evaluation of the success of the program. Information which is not, in principle, verifiable in the future should not be submitted in support of a proposed program.

Board of Trustees' action concerning new academic degree program proposals is final. If a new program proposal is not approved by the Board of Trustees, an institution may resubmit a proposal in the next planning cycle.

APPENDIX A
OUTLINE FOR LETTER OF INTENT

Letter of intent - (1-2 page total, short replies to requested information)

a) Name of institution
b) Name of program, HEGIS title and code
c) Objectives and/or rationale of program
d) Department offering program
e) Degree to be awarded
f) Planned implementation date
g) Need for program, locally and regionally
h) Source of students, estimated enrollments at start of program
i) New facilities, additions or renovations needed
j) Additional faculty
k) Additional library materials and/or educational media necessary to initiate program
l) Similar programs, in the region, in Vermont
m) Cooperative arrangements with other institutions or agencies

APPENDIX B

INFORMATION TO BE SUBMITTED FOR PROGRAMS PROPOSED AS CONTINUATION OF PRESENT ACTIVITIES

Part I: Program Description

1) Institutional name of proposed new program
2) HEGIS title and classification code number by which degrees awarded in the program will be reported on O.E. Form 2300-2.1.
3) Department, school or college involved
4) Academic area of field of study, and subspecialties or areas of concentration included
5) Title of degree to be conferred (include abbreviation)
6) Proposed date of initiation
7) A brief statement describing the proposed program
8) A statement of the relationship of the proposed program to existing programs offered by the institutions.

Part II: Performance Criteria

The institution must develop criteria which can be used at some future date to evaluate the success of the program. The performance criteria include such factors as placement of graduates, research funding brought into the institution, research projects undertaken by faculty, GRE test scores of graduates, and post-graduation survey of students. Failure to meet the criteria established by an institution and agreed to by the Office of the Chancellor may result in the program's termination.

Part III: Evaluation Schedule

All new degree programs will be reviewed after initiation to determine whether they have met the criteria established for them. The registration material should include a schedule of review of the program; the first review should normally be conducted within two years of the program's initiation.

APPENDIX C

INFORMATION TO BE SUBMITTED FOR PROGRAMS PROPOSED AS NEW ACTIVITIES

A PROPOSAL FOR A

_____ WITH A MAJOR IN _____

(Specific Degree or Certificate) (Exact Name of Major)

TO BE OFFERED BY

_____

(Name of Institution)

Suggested HEGIS Taxomony Code_____

PART 1: GENERAL INFORMATION

A. Proposed starting date of the program_____

B. Location of the proposed program within the orgnaizational structure of the institution_____

PART 2: PROGRAM DESCRIPTION

A. What is the general purpose of the program?

B. List the specific program objectives.

C. What significant, unusual, or innovative features are to be characteristic of this program?

D. How does this program fit into the role and scope of the institution?

E. How will this program relate to existing programs on the institution's campus?

F. Present a representative program of study to be followed for the program, including course descriptions for all new courses to be included in the program and provide the information indicated in TABLE 1.

TABLE 1

Prepare a separate table as indicated below for each year of the program.

HEGIS Tax. of course	Course Title	Course Description of New Courses	Department	Existing Course	New Course

G. What organization accredits the proposed program?_____

What is the name of the publication which lists the accreditation standards?

_____

What is the plan toward attaining accreditation of the proposed program?

If the institution already offers a program at a lower level in the same field as proposed, is this existing program accredited?_____

If not, what is the plan toward attaining accreditation of this program?

Provide information on the institution's internal criteria and procedures suggested for the on-going evaluation of the performance of this program.

PART 3: NEED FOR THE PROGRAM

A. What factors could be cited to substantiate a need at the State, regional, and national levels, including such factors as employment opportunities for graduates (please provide documentation)?

B. Where are similar programs already in existence?

C. How would the proposed program's objectives compare with those of other comparable programs in the State or region?

PART 4: RESOURCES AVAILABLE AND NEEDED

A. Administrative Resources

If present administrative resources are adequate, what administrator or academic unit will be responsible for the proposed program?_____

Indicate whether his administration is full-time or part-time in the organizational unit requesting the program. If additional academic administrators will be required to develop and operate the program, please describe these needs as indicated in TABLE 2.

TABLE 2

Number of Administrators Needed	Titles	Salaries	When to be Employed	Full-time or Part-time Employment Percent in Organizational Unit

B. Faculty Resources

What existing faculty will be involved in the program (submit separate vita sheets for each person listed in TABLE 3)?

TABLE 3

Name	Rank Held	Highest Degree Earned	Total Years Teach. Exper.	Years at this Inst.	Area of Speciality	Full-time or % part-time Employ in Organiza. Unit	Current Yr.		New Courses to be Taught	
							Course Taught	Term Taught	Course Taught	Term Taught

What additional faculty will be required to develop and operate the program?

TABLE 4

No. Needed	Rank Held	Salary	Area of Speciality	Where to be Employed	Full-time or % Part-time Employ. in Organizational Unit	Courses to Teach	Term to be Taught

C. Support Personnel

What existing support personnel will be involved in this program? Include data on name, type of position currently held, type of involvement in the proposed program, full-time or what percent part-time employment in the organziational unit requesting program. Will any additional clerical or other support personnel be required to develop or operate the program?

TABLE 5

No. Needed	Title	Salary	When to be Employed	Full-time or % Part-time Employment in Organizational Unit

D. Library Resources

What existing library resources are available to support this proposed program? What additional library acquisitions will be required?*

TABLE 6

Categories	Expenditures				
	Year 1	Year 2	Year 3	Year 4	Year 5
Books, Periodicals, Etc.					

*Include both start-up costs and recurring library costs.

E. Physical Plant Facilities

What existing facilities will be used for this program? What present use is being made of those facilities? If existing facilities are not sufficient for this proposed program, please fill out TABLE 7.

TABLE 7

Indicate below the type and square feet of space which would need to be constructed or renovated to meet the requirements of this academic program should it be approved and initiated.

Space Required to be Constructed or Renovated for Academic Program Requested

Spacetype	New Construction Square Foot	Renovation Square Foot
Classrooms		
Laboratories		
Offices		
Library		
Special Use		
General Use		
Supporting		
Medical		
Residential		
TOTAL NET ASSIGNABLE SQUARE FEET		
NON-ASSIGNABLE SQUARE FEET		
TOTAL GROSS SQUARE FEET NEEDED		
YEAR PROJECT TO BE COMPLETED		

F. Equipment

What additional equipment will be required to develop and operate the program?

TABLE 8

Type of Equipment	Expenditures				
	Year 1	Year 2	Year 3	Year 4	Year 5

G. Operating Cost Estimates

Does the institution anticipate receiving funds from a source other than State appropriation for the proposed program? _____ If so, please describe these anticipated funds as to their source, the amount of the funds to be received, and the planned use of those funds in the proposed program. Also indicate the approved HEW indirect cost rate, if available.

Use TABLE 9 to submit cost estimates for the proposed program. Use a separate table for each year of the program's operation. If the proposed program is an interdisciplinary program which involves more than one academic area within the direct program costs, please break down the cost and student credit hours into each of the academic areas to be involved.

Institution_____

Program Name_____

Circle Year of Program 1 2 3 4 5

TABLE 9

COSTS ESTIMATES FOR NEW PROGRAMS[a] (Prepare this table for each of the first five years of the program's operation.

DIRECT PROGRAM COSTS

Academic Area and Level[b]	Projected SCH[b]				Total Direct Program Costs
	Fall	Spring	Summer	Total	

ITEMIZATION OF DIRECT INCREMENTAL PROGRAM COSTS

		No. of FTE Personnel
Administrative salaries	$	
Faculty salaries	$	
Clerical salaries	$	
Supplies	$	
Travel	$	
Equipment (including library)	$	
Other (Please itemize)	$	
Total	$	

START-UP COSTS[c]

Start-up costs needed this year_____

Explanation and description of start-up costs_____

a/Refers only to unrestricted expenditures (student fees, State appropriations).

b/This specifically refers only to the academic area being proposed and the SCH in that one area and level used in cost study of lower, upper, and graduate.

c/Start-up costs include large equipment, non-recurring library additions, and any other special start-up costs.

PART 5: PROJECTED SIZE OF PROGRAM

A. What is the projected enrollment of majors for the new program?

TABLE 10

Terms	Year 1*	Year 2*	Year 3*	Year 4*	Year 5*
FULL-TIME ENROLLMENT					
Fall					
Spring					
Summer					
TOTAL					
PART-TIME ENROLLMENT					
Fall					
Spring					
Summer					
TOTAL					

*If the proposed program is at the bachelors degree level, make projections for each of the two levels (lower and upper).

Explain the basis and factors considered in preparing this projection of enrollment.

If a significant number of non-majors will be taking some of the courses of this program, please indicate approximately what this enrollment might be.

B. What are the projected student credit hours for each of the first five years of the program's operation? Prepare TABLE 11 for each academic area involved in the proposed program.

TABLE 11

Terms	Year 1	Year 2	Year 3	Year 4	Year 5
Fall					
Spring					
Summer					
TOTAL					

Explain the basis and factors considered in preparing this projection of student credit hours.

C. What is the projected number of graduates for the first five years of the new program's operation?

TABLE 12

Year 1	Year 2	Year 3	Year 4	Year 5

Explain the basis and factors considered in preparing this projection of graduates. If appropriate, indicate approximately how many students will drop out of the program prior to graduation who will have marketable skills resulting from their enrollment in the program (this pertains especially to proposed technology programs).

PART 6: OTHER INFORMATION

A. Name three out-of-state persons who would be qualified to serve as consultants in reviewing the proposed program.

B. Name other persons within the State of Vermont who would be qualified to review this proposal.

C. Present any other information deemed necessary.